Sept. 5 **What is Reading?** (5 components & writing & motivation, where comprehension fit in?)

* brainstorm on poster sheets and then exchange ideas together

Sept. 10 **What is reading comprehension?** (factors that affect comprehension)

* Anna Activity
* Comprehension Difficulties Slide Show from Cornett Book

Sept. 12 **THE LEARNER:** Reading Comprehension as Problem Solving (apply to van den broek to illustrate use of different reading strategies)

* Van Den Broek article in class and discussion connected to reading strategies

Sept. 17 **THE LEARNER**: How do we assess learners to inform instruction?

* (Jimmy vs. Rhiannan video notes and discussion)
* Make sure to pass out Books or National Geographic Articles and leave time to select one for Book Launching

Sept. 19 **CONTEXT**: Classroom Literacy Communities: Motivation, etc.

* (watch video and discuss supportive learning contexts; what you see and what you feel)

Sept. 24 **What Practices Motivate Students to Want to Read**? **Big Ideas vs. Main Ideas**; Inquiry as a form of motivation (B/D/A questions maybe)? How do we differentiate process vs. product (of comprehension)? B/D/A Reading activities – apply to several books using National Geographic articles (some as models of Big Ideas/Main Ideas > Learning Objectives)

* Instrinsic/Extrinsic Motivation
* Launching a Book: Model
* Launching a Book: Time to Practice
* NGT Reflection 4: One page synthesis of readings on narrative & expository texts

Sept. 26 **TEACHER PRACTICES:** **Launching A Text** (Peach & Blue) – model and then practice/apply using National Geographic articles

Oct 1: Assessing Texts (Text Structures and Text Levels)

**TEACHER PRACTICES:** Designing (During & After) **Objectives that Meet COMMON CORE STANDARDS** (review CCSS, notice differences, take simpler objectives and stretch to meet standards?) use Peach & Blue narrative as an example – characterization and inferencing)

* REFER TO SLIDE SHOW- 50 SHADES OF THE CCSS FOR GREAT SLIDES THAT LINK CCSS TO COMPREHENSION< JUSTIFYING EVIDENCE RUBRIC, AND LOTS MORE

SELECT VIDEO/READING FOR CCSS Close Reading: Some Options include: Key Shifts summary, Leslie Morrow article, Teaching Channel Video

\*\*\* ASCD Close Reading Article for Elementary Teachers: <http://www.ascd.org/publications/educational-leadership/dec12/vol70/num04/Closing-in-on-Close-Reading.aspx>

<http://www.choiceliteracy.com/articles-detail-view.php?id=41> (SEE LIST OF CLOSE READING BOOKS AT THE LITERACY CHOICES EMAIL DOCUMENT I GOT)

Oct. 3 Narratives: Close reading in narratives: **characterization and inferencing** (Peach & Blue; Magic Tree House Series – read first section of chapters); watch character video from the Teaching Channel Multilingual video 11:00

Oct. 8 Narratives: **Cinderella – Fairy Tales** (story mapping, compare/contrast, CCSS)

Oct. 10 : **Leveling texts** Narrative vs. Expository Texts - Magic Tree House

Oct. 15 **Expository Texts** (What’s challenging about expository texts – Volcanoes article)

* Book Activity 3: redesign to go along with Pompeii texts

Oct. 17 Caves Lesson: Model and

**Expository Texts (text structures?** – see Terry’s non-fiction website links for ideas about text structure) and give assignment for Coral Reefs reading (work on for homework)

Oct. 22 NOT HERE Class time work on **Coral Reefs** lesson

Oct. 24 NOT HERE – ELL CONSIDERATIONS WHEN ASSESSING LEARNERS (Levels and adaptations for ELL learners – create adapted instructional strategies and products to address ELL needs)

Oct. 29 Teach their **Coral Reefs** lessons in class – Begin Reading Hollis Woods for homework

* Homework: Short lesson reflection on Coral Reefs Lesson

Oct. 31 **Fluency** activities with **Hollis Woods** – choral reading, acting out a segment, creating a podcast; put a small portion into a Reader’s Theatre script (pick a choice card about fluency options and do this)

Nov. 5 **Literature Circles** with Hollis Woods

Nov. 7 Journaling and Response – using to assess strategies as well

Nov. 12 Close reading: synthesis and themes (with close reading circle activity)

Nov. 14 TEACHER PRACTICES: Guided Reading; Core Reading Programs OR Leveling Texts

Nov. 19 I WONDER PROJECTS: (see examples from Amber White and Michelle Hagerman in Michigan) Expository Text Comprehension: How to be Series…- build in support for ELL somehow; or maybe Explain Everything App from Tammy Ryan’s TILE-SIG post

Nov. 21 In class time to prepare for Inquiry Projects (use Symbaloo to collect websites; then use Weebly to share your work) - Background on a curricular topic they might teach in elementary school – create a Weebly with background information tab for teachers, group of tabs for categories of student links with a few brief activities for each, and possibly a screencast of some reflective process and an example of a student product – see highschool examples at <http://wonderfulweebly.weebly.com/student-websites.html> for teachers – could use the Nat Geo books as a starter point for an informational unit with choices; fit into context of other topics, create tabs (like the Weaving Loom Weebly at <http://powerloom.weebly.com/>) for categories, and then a few more tabs –

Maybe read Leu’s Internet Workshop as optional or Webquest article as optional (see previous 2012 Syllabus for the references)

Weebly intro video: <http://www.youtube.com/watch?v=5AqR6vo0pno> (see side bar for other links) ; Weebly tutorial <http://www.youtube.com/watch?v=TvnRQtIXZFw> and Why Weebly <http://www.youtube.com/watch?v=vP_z25TmPPg> - <http://wonderfulweebly.weebly.com/> (website companion) – examples of student weebly websites <http://wonderfulweebly.weebly.com/student-websites.html>

Nov. 26: Academic Vocabulary (integrate into projects somehow)

Dec. 3: Class Presentations – Showcase (like Design Studio) -

Dec. 5 (MAYBE LAST CLASS) Ipad Applications – write up review and application idea